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movement by shallow descriptive treatment, without attempting a critical interpretation of its real significance, can do nothing else than produce an army of superficial "testers" who will formalize measurements and bring the whole subject into disrepute.

The "busy" superintendent or principal will find the book of little use if he is concerned with more than the mechanical administration of tests.

G. T. BUSWELL

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*A syllabus in educational psychology for normal schools.*—The Committee on Standards of the Association of Presidents of State Teachers Colleges has recently awarded first rank to a syllabus<sup>1</sup> for a course in psychology prepared by W. J. Gifford.

The outline was written for the specific use of students just out of high school, and is planned for one quarter, meeting three times a week, the quarter being the first one of the first year of the course. . . . The second quarter is given over to a study of educational psychology . . . stressing individual differences, the learning process, and the use of standard achievement tests and intelligence tests for diagnostic purposes. The third quarter is, in some respects, a continued application of the subject-matter of the first two, as it is given to problems of classroom management and teaching [Preface].

At the very beginning the author suggests a method of preparing the lessons, how to take notes, how to report experiments, and the importance of learning and reporting accurately. These talks tend to put the student into the right attitude of mind at the opening of the course. The syllabus includes nine chapters arranged for twenty-nine lessons.

This is one of the very few books written on psychology in which the principles of psychology are actually applied. It is a work really suitable for students just out of high school. It is a well-balanced and carefully arranged piece of work that marks a forward step in the writing of textbooks. It occurs to the reviewer, however, that the great amount of reference work which would be required in connection with the use of the syllabus would be highly impracticable unless (1) the library facilities are unusually large or the number of students in the course are few and (2) the students have a lighter program than is now customary. Furthermore, it seems that the work from the very beginning should be related to the actual problems of the classroom. Take the classes to the training school or observation school weekly and let the content of the course grow out of actual problems observed by the students. Let the work center around problems of discipline, management, technique of teaching, etc. Let the students attempt to find out just why pupils have difficulties in understanding some subjects, the psychological processes which are involved in the learning of the different subjects, how children should be classified, the

<sup>1</sup> WALTER JOHN GIFFORD, *Introduction to Psychology: A Syllabus*. Harrisonburg, Virginia: Book Store, Normal Station, 1922. Pp. 34.

psychology of drills and reviews, etc. Let the introduction to psychology be practical from the outset by relating it to situations exactly as they occur.

NEW YORK UNIVERSITY

CHARLES EDWARD SKINNER

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*Methods of teaching.*—From time to time attention is directed to the fact that a large proportion of those engaged in the process of teaching in American public schools have had no professional training and but little training of any description. It is this situation apparently that has called forth a recent volume<sup>1</sup> on the technique of teaching. In the Preface the author says that he has had in mind that “large group of teachers who are compelled to attack the teaching problems of the grammar grades and high school with very little training to help them.”

Obviously, this is a piece of work that must be attempted from time to time as long as the untrained teacher is admitted to our schools. But in setting himself this task Mr. Holley has undertaken to do a very difficult thing. He has had to avoid the Scylla of writing in a needlessly technical manner to meet the demands of a certain type of critic not in sympathy with his fundamental purpose and at the same time steer clear of the Charybdis of doing a superficial job in the name of simplicity. That he has been able to follow this exacting course in every instance is doubtful. His very brief and perfunctory discussion of mental discipline, for example, certainly does not do the subject justice even in such an elementary text. Other illustrations of a similar type might be given.

It is clear, however, that the author recognizes the nature and difficulties of his task. The book is written in a simple and untechnical manner throughout. The general organization of materials is clear. The questions at the close of each chapter give evidence of careful selection, are of a distinctly practical nature on the whole, and should stimulate discussion and thought among beginning teachers. The positions taken on controversial questions are perhaps necessarily dogmatic at times, but in the main not extreme. The author has naturally been influenced much by such writers as Bagley, Charters, Earhart, Parker, and Strayer. The book should prove useful to those for whom it was intended.

YALE UNIVERSITY

G. S. COUNTS

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*Elementary-school principals' yearbook.*—The vigor of the newly organized Department of Elementary School Principals is attested by the appearance of

<sup>1</sup> CHARLES ELMER HOLLEY, *The Teacher's Technique*. New York: Century Co., 1922. Pp. x+378.